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ABSTRACT

This publication, one of four academic courses developed for the Vocational Education for Special Students (VESS) program, is designed to serve Course Content; Units of Study; Curriculum Guides; *Learning Activities; academic curriculum to complete their local high school program. The course is to be taught in conjunction with a vocational education work experience program developed in cooperation with a local community college. This functional English curriculum is designed to be offered on an individual basis. It includes a description of the course organization, course outline, and four course objectives. For each objective, tasks, learning activities, and resources are listed, along with space for the instructor/work experience leader to evaluate the students. A bibliography completes the package. (KC)

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VOCATIONAL EDUCATION

FOR

SPECIAL STUDENTS

ENGLISH IN THE WORKING WORLD

A HIGH SCHOOL COURSE

ESPECIALLY DEVELOPED FOR

VESS STUDENTS

ARROWHEAD EDUCATION AGENCY/IOWA CENTRAL COMMUNITY COLLEGE

FORT DODGE, IOWA

SUMMER, 1982

U.S. DEPARTMENT OF EDUCATION
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DISCLAIMER

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The Vocational Education Program for Special Students (VESS) has been developed through a series of cooperative arrangements between Iowa Central Community College, and Arrowhead Area Education Agency and local schools of Area 5. The first arrangement provided vocational training for those secondary (handicapped and disadvantaged) students to attend the Fort Dodge Center of Iowa Central Community College. The second phase of the project was to develop a community based model of vocational training to serve those students in rural areas in situations where it was inappropriate to attend the Fort Dodge Center of Iowa Central Community College. The second project was entitled, "Effective Strategies and Techniques to Improve Vocational Preparation and Transition into Employment for Handicapped and Disadvantaged Persons," (July 1, 1981 - June 30, 1982), and was a grant from the Special Needs Division of the Department of Public Instruction, State of Iowa.

This series of guides and material has been gathered and developed to facilitate Vocational Education for Special Students (VESS). The special students are what the Department of Public Instruction refers to as Special Needs and Special Education students.

SPECIAL THANKS AND ACKNOWLEDGEMENT IS GIVEN TO

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INTRODUCTION

Purpose

It has been demonstrated that some handicapped and disadvantaged students who enter vocational programs have not completed required courses in high school. It has also been identified that course matrixes can be developed that identify course concepts that can be taught through assignments created to compliment the student's activity at a vocational training site. The major courses that are needed are: Functional English, Functional Math, Government, and Health. Students not having completed required courses led to the development of this course matrix, and the development of the four courses that are part of this curriculum. The curriculum is designed to be extremely flexible; whereby, it can be tailored to the individual needs of each student participating in a vocational training program. These courses may be used whether the student is receiving a training program at a community site, or in a laboratory setting in the community school system, or at the community college.

Population

These courses were designed to meet the traditional requirements for graduation by providing flexible course content that emphasizes the application of course content to everyday living. The need for this type of curriculum is readily acknowledged by most special educators. Therefore, these courses were deisgned specifically for the needs of the handicapped and disadvantaged.

Assessment

The assessment column identifies the specific test item for the Brigance - "Essential Skills Inventory" that may be used to determine if the student has mastered the given objective. When an item is not listed it indicates that there is not an appropriate Brigance test item to use. In these cases the instructor will need to construct a test item to use to determine mastery.

ACADEMIC COURSES

Four academic courses have been developed for the VESS Program. The courses were designed to serve those students who need an alternative form of an academic curriculum to complete their local high school programs.

American Government for Working Citizens
English in the Working World
Mathematics in the Working World
Personal Health in Today's World

SPECIAL THANKS TO THE FOLLOWING WRITERS WHO WORKED SPECIFICALLY ON THIS ENGLISH COURSE

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ORGANIZATION OF CURRICULUM

The curriculum is designed to be offered on an individual basis. A community based program, as well as a classroom based program, can effectively utilize this curriculum. The following steps are to be taken in implementation of this curriculum for a given student:

1. Determine the course or courses that will be taken. There are four courses: Functional English, Functional Math, Health, and Government.

2. Determine the amount of coursework that will be required to earn one unit of credit. It is recommended that fifteen to twenty assignment sheets be completed to earn one unit of credit.

3. Select at least four course concepts that will be used to develop assignment sheets for the student. The instructor may select the concepts; however, it is recommended the selection be the result of:

    a. reviewing the student situation, as it relates to the student's vocational site or vocational programming.
    b. reviewing the student's interest and aptitudes.
    c. receiving input from other school personnel.
    d. receiving input from the student.

    Other concepts will be selected as needed to complete the coursework.

4. Review the curriculum guide to determine if suggested activites and resources are applicable to this student's situation.

5. The instructor and student meet to develop the assignment sheet. It is important that the student have an opportunity to have input regarding the assignment sheet.

6. The student completes the assignment sheets and returns the work to the instructor.

7. The work of the student is evaluated, and a grade is assigned. Please refer to the Basic Manual for a sample of completed assignment sheet and note the grading procedures that were used. You will note that an A, B, C grade was used; however, the grading system should be adjusted to the needs of the student and the school situation.

8. A new assignment sheet is developed in accordance with the previous procedures.

9. After the coursework has been completed, a final grade is assigned and the grade is assigned by the CVP and is reported to the necessary school personnel; whereby, credit is granted to the student.

COURSE CONCEPTS

ENGLISH

E-1 Demonstrate the ability to independently use oral communications skills consistent with vocational expectations

- 1.1 Determine main idea
- 1.2 Analyze sequence of messages
- 1.3 Identify context clues
- 1.4 Identify characteristics of active listening techniques
- 1.5 Decermine appropriate vocabulary needed in daily living
- 1.6 Identify differences between formal and informal language
- 1.7 Analyze use of courtesy words
- 1.8 Determine characteristics of clear communication
- 1.9 Identify characteristics of interesting conversations
- 1.10 Determine appropriate procedures for making introductions
- 1.11 Analyze characteristics of good oral announcements
- 1.12 Determine characteristics of appropriate directions
- 1.13 Determine appropriate behavior for an interview
- 1.14 Identify use of telephone
- 1.15 Explain how to use the telephone
- 1.16 Determine use of telephone directory
- 1.17 Determine appropriate participation in group discussion
- 1.18 Identify characteristics of successful speeches
- 1.19 Identify body language influence on oral communication
- 1.20 Determine value of appropriate pitch and volume for speech
- 1.21 Identify components of oral reports
- 1.22 Determine techniques used by propagandist
- 1.23 Identify parliamentary procedures

E-2 Demonstrate the ability to independently read consistent with vocational expectations

- 2.1 Read and correctly interpret vocabulary needed for independent living
- 2.2 Read and correctly interpret vocabulary common to the environment
- 2.3 Identify context clues to interpret unknown vocabulary
- 2.4 Identify main idea from passage
- 2.5 Identify important and unimportant ideas of passage
- 2.6 Interpret meaning of leases used in rental of property
- 2.7 Draw inferences and predict outcomes
- 2.8 Use critical thinking skills needed for independent living
- 2.9 Read and correctly follow written instructions

E-2 (Continued)
- 2.10 Read and correctly interpret personal and business papers
- 2.11 Read and correctly interpret newspapers
- 2.12 Read and interpret commercial transportation schedules correctly
- 2.13 Read and correctly interpret printed advertisement
- 2.14 Use want ads to identify and pursue potential employment opportunities
- 2.15 Read and correctly interpret notices of upcoming events

E-3 Demonstrate writing skills required to function independently consistent with vocational expectations
- 3.1 Spell correctly words common to environment
- 3.2 Use basic word attack skills to spell
- 3.3 Spell correctly words required to complete application form
- 3.4 Identify characteristics of complete sentences
- 3.5 Identify correct use of punctuation
- 3.6 Identify correct use of capitalization
- 3.7 Determine characteristics of a paragraph
- 3.8 Identify the correct way to address an envelope
- 3.9 Identify the parts of a personal letter
- 3.10 Identify the parts of a business letter
- 3.11 Determine information required to complete common business forms
- 3.12 Identify characteristics of written reports
- 3.13 Identify the procedures required to complete a catalog order form

E-4 Demonstrate the ability to use basic research skills to function independently consistent with vocational expectations
- 4.1 Identify the characteristics of a library
- 4.2 Identify ability to alphabetize
- 4.3 Identify the characteristics of the Dewey Number System
- 4.4 Determine the characteristics of the library card catalog
- 4.5 Identify the parts of books and the purpose of those parts
- 4.6 Identify common reference works found in the library
- 4.7 Identify how to use encyclopedias
- 4.8 Identify how to use a dictionary
- 4.9 Identify the ability to correctly use tables, graphs and charts
- 4.10 Identify the ability to correctly use maps

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 Interpret Oral Messages

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.1 Determine the main ideas of an oral message.		Give the student a functional four-level instruction. Increase the number of levels using a work-related task. Combine the task with a usual stimulus to help the student gain a concrete idea of the task. Once the student can perform a four-level task, begin to generalize the skill to other functional settings including the summary of TV shows, radio shows, stories placed on radio cassette, taking orders in a restaurant, and following instructions given over the telephone.	Most of the resources for this item will be teacher-made or are available in the natural environment. IT IS IMPERATIVE THAT THE TEACHER KEEP IN MIND THAT FUNCTIONAL SKILLS MUST BE APPROPRIATE FOR THE STUDENT'S AGE, FUTURE ENVIRONMENTS, AND THAT SUCH SKILLS SHOULD BE TAUGHT IN NATURALLY OCCURRING ENVIRONMENTS.
1.2 Analyze an oral message using its sequence.		Have the student listen to a radio newscast of an item or local radio drama (if possible). Then ask the student to put the events in sequence. Finally, ask the student to summarize the message based on the events. Also, try to have the student describe the inferences of the message. The same type of activity may be used with work situations, telephone conversations, and radio cassette recordings of stories or events.	The materials should be those the student would encounter in settings he/she is or will be living in. It is important that the resources used be from a variety of settings: home, school, work, community.
1.3 Use context clues to form sensory images.		Have the student listen to a description of a work task on audio cassette. Ask the student to sequence the task and to describe through roughly drawn pictures how	Most of the items should be found in the natural environment. It is important that the student be taught that listening skills are necessary for all types

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		to complete the task (e.g., putting an air cleaner on a car engine). Try the same type of method using the telephone to roder an item. From a catalog have the student receive the order. Have a student listen to a sporting event over the radio and then describe the setting and action. Have a student demonstrate these skills in different situations to be sure the skills can be generalized.	of settings: vocational, home/domestic, and recreational.
1.4 Use active listening techniques to interpret oral messages.		After a news broadcast, have the student paraphrase the content of the program.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		In the classroom, have the student paraphrase a point in class discussion and ask a pertinent question. At a store have the student paraphrase a clerk's description of a product and ask questions about the description. In personal situations, assist the student in using paraphrase and redirected questions to help clarify information. Have the student apply the skills listed in the paragraph above to help clarify instructions given at a job site.	
1.5 Increase the number of words in daily oral vocabulary.		Have the student select a commonly-used word either from a text he/she is using or from a graded word list. The word should be one the student does not usually use. Then, ask him/her to use the word that day in five situations. The next day ask him/her to describe where and how they used the word. Then have the student select a new word and repeat the process. As the student becomes proficient at this exercise, slowly increase the number of daily words up to five and decrease the situations to three.	Common resources would include the dictionary, common reading material, textbooks, technical word lists, etc.

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.6 State the difference between formal and informal language.		Show the student video tapes of role played situations where formal language is used (e.g., job interview) and where informal language is used (e.g., a meeting with friends). Construct a tally sheet and ask the student to keep count of the number of each type of situation he/she encounters each day for a week and with whom the interaction took place. Then provide the student with three interactions he/she would normally have during the day (e.g., interaction with a friend on the way home, with the boss at work, or with a teacher). Ask the student to describe the language used in each type of interaction and how they differed. Then ask the student to define which situations required formal language and which required informal language. Finally, have the student list the other situations of each type.	It is best to use video tapes or role playing to describe the difference. Remember to use an inferential approach since this is a concept not a specific skill being taught. Move from the concrete examples to the generalization.
1.7 Use courtesy words and expressions in appropriate situations.		Tape a telephone conversation, job interview or other naturally occuring situation. Use video tape or, if necessary, use a student role play. Have the student simulate the same type of occurrence. Then, assign the student to special real life situations where courtesy words	Although many of the resources will be teacher made or found in everyday situations, Manners Matter by Trend (P.O. Box 2350, Tampa, Florida 33601) is an excellent resource for activities.

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		must be used. Observe the interaction and count the courtesy words used and the times they should have been used. In a post-session with the student, practice situations first pointing out the appropriate usage and then the missed opportunities. Situations which could be used include: meeting someone for the first time, an elevator meeting, parties, job interviews, daily job interactions with customers, asking about a bill at a store, speaking to adults, and telephone conversations. Once the student is able to use courtesy words in everyday situations, vary the task systematically to include the use of courtesy words to ask a favor, to repeat directions, and to make formal introductions. The same variety of settings may be used to facilitate generalization.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.8 Organize and express thoughts clearly.		Have the student write a summary and critique of a television program. Have the student explain a simple task in a step-by-step method such as a job task or ordering food at a restaurant. Have the student choose an area of interest such as a place he/she has traveled to and explain it in detail. Have the student describe a recent event which took place in the community (e.g., Art in the Park).	Communications, J. Weston Walsh Publishing
1.9 Carry on an interesting conversation.		Have the student share everyday experiences with others such as peers and adults. Anecdotal occurences are usually the easiest to start with such as the events at a family gathering, family stories or events at a party. Have the student relate such events in simple chronological terms, then have them vary the event using the punch line first with the other parts of the story in order (e.g., "The Time I Dyed the Wash Green").	Resources for adolescents in this area are scarce. However, techniques for such social skills can be found in Skill Streaming the Adolescent, Research Press

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student use idioms and sayings as he/she is describing the events. Vary the situations for carrying on the conversation using the classroom and home first. A good place to start might be dinner table conversation. Then ask the student to carry on conversations with other adult figures and new peers. Have the student use future events in his/her conversation. Start off with describing the event in sequence and then have the student vary it.	
1.10 Make and receive formal introductions.		Have the student list the necessary information in an introduction for various situations such as peer to peer and adolescent to adult. It might be useful to have the student observe a role play of such introductions. Have the student role play these introductions in a classroom setting first following each of the steps. Have the student attempt introductions in situations outside the classroom such as a job interview, a peer at a party or at a family event.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.11 Make announcements and give explanations.		Have the student read examples of sample announcements from a daily bulletin, school newspaper or local newspaper. Have the student write his/her own announcement and read it orally. Have the student announce an event at a class meeting or place an item on the school bulletin board. Using each of the events or items above, have the student follow the same sequence and explain the announcement by expanding each of the areas.	Resources for this objective are best found in the existing environment. a. school newspaper b. local newspaper c. school bulletin
1.12 Ask for, follow and give directions accurately.		Have the student list information he/she would ask for when seeking directions, e.g., what direction, what route? Have the student ask directions to a specific address in the local community from a gas station attendant. Then, have the student follow the directions. Have the student prepare all information needed when asking for help because of auto trouble. Have the student practice asking for assistance in this situation.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student verbally give directions to various locations in the community. Have the student role play, using the school nurse as a resource and participant, reporting different types of symptoms one might have for various injuries and illnesses. Have the nurse point out what type of information is needed and/or helpful in different reporting situations. Have the student read directions to a task such as locating a place in town, washing clothes, or a recipe. Have the student list the elements of giving accurate directions: a. sequence b. amounts c. accuracy Have the student give directions to a place or how to complete a task to a peer. Make sure the directions are carried out in detail by the person with whom the student is working. Using the activity in paragraph above, have the student gradually become more specific of the directions as needed. Then, vary the	

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COURSE: FUNCTIONAL ENGLISH

GOAL: F-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		types of directions and the situations they are given to promote generalization. Have the student reverse situations and appropriately ask for directions from others. Use the above seuqence with the student to facilitate questioning.	
1.13 List the information that must be known before an interview has taken place; the behavior which should be exhibited during the interview and post interview.		Have the student list the information he/she should know before an interview (home address, home phone number, social security number, past employment, location and dates). Have the student discuss interview procedures and behavior with at least two community employers. Have the student make a list of the behaviors each employer looks for during the interview. Have the student list behaviors he/she could offer after the interview (thanking the interviewer, calling to find out progress). Have the student practice interviewing. It is best to videotape such sessions and help the student critique each interview.	English for Adult Living, Mafex Associates, Inc. English for Employment, Mafex Associates, Inc. Jobs in Your Future, Scope/Job Skills/Scholastic Book Services, 1973 Be Informed on Finding a Job New Reader's Press, 1975 The Jobs Book: How to Find and Keep a Job, Scope/Job Skills/Scholastic Book Services, 1976 Janus Job Interview Kit, Janus Book Publishers, 1976 Business Communications That Count, Project Clue

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student attempt several interviews in the community for employment.	
1.14 List the uses of the telephone.		Have the student list the reasons that a telephone can be valuable.	
1.15 Explain how to use the telephone.		Have the student explain how to use the telephone to its best advantage (e.g., clear idea of what is to be said, clear speaking voice). Have the student explain how to operate the telephone. Have the student describe and then practice using the telephone for local and long-distance calls (with and without the operator), collect long-distance calls, long-distance calls charged to a third telephone, and credit card phone calls. Have the student practice telephone skills in a variety of situations such as on a job, social situations, etc. Have the student, by telephone, contact the local telephone company and arrange to have a representative come to speak on telephone uses, courtesies, on-the-job training, etc.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.16 Use the telephone directory as a resource.		Have the student use the telephone directory to locate telephone numbers for these emergencies: fire, police, ambulance, doctor, sheriff. Using the directory, have the student: a) locate address and telephone numbers of five companies or businesses that have the kind of job which interests the student and contact one of them by telephone for specific job information; b) assess the cost of a three-minute telephone call to a surrounding area and the overtime rate per minute for the area; c) locate the address and telephone number of five people the student knows; d) compile a telephone directory for the entire class. Using the classified section, have the student pick out a career and write someone who is involved in this career and/or inquire as to the need in the community for that career. Have the student choose one type of business in the classified section and make a list of words that describe services and products associated with that line of business.	Using Community Resources, McVey and Associates, Inc., Follet Coping Skills Series English for Adult Living English for Employment, Mafex Associates, Inc.

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.17 Participate effectively in a group discussion.		Have the student make a list of some important positive aspects of a good discussion (e.g., equal participation and acceptance of the rules of communication--a sender, a message, and a receiver - and a set of rules for discussion). Have the student participate in several group discussions concerning topics of interest acceptable to all involved (e.g., dating, work, smoking and drugs). Then have the student critique the discussion based on the list he made for the above paragraph. Use the discussions as a learning experience to improve the quality of participation and trains of thought. Have the student engage in group discussion in a variety of situations with peers and adults. Have the student critique the conversation based on the rules made for first paragraph this page. Have the student make a new list of rules based on the student's experiences. How do they differ for various situations and participants?	Adventures in Practical English, J. Weston Walsh Pub.

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.18 Present a prepared speech to an audience.		Have the student observe other speakers in person and list the major characteristics of an effective public speaker. Have the student choose a topic, do research on the topic, take notes, and write a three- to five-minute presentation Have the student give a three- to five-minute presentation on a topic of his/her choice, using accepted and useful material. Have the student review the list made for the first paragraph on this page and adapt it. He/she should then critique the presentation made in the paragraph above based on the new list. Then have the student continue to give several presentations and critique each one.	Adverntures in Practical English, J. Weston Walsh Effective Speech Communication, Scott, Foreman and Co.
1.19 Use eye contact and body expression while communicating orally.		Using pictures of people in a variety of situations, have the student tell what he/she thinks the people are saying to each other and identify the clues he/she used to make the decision.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student tell how he/she indicates to other people that he/she is happy or sad without verbally telling them. Have the student use eye contact in a variety of situations (e.g., with peers, adults, teachers and parents). Have the student pantomime different body expressions so that others can tell what the body is saying	
1.20 Speak at a pleasant listening level (pitch and volume).		Have the student dramatize and discuss different people's voices and discuss the implications of pitch and volume. Have the student listen to recordings of famous persons' voices and discuss the qualities that he/she heard. Have the student role play different people talking and discuss how the change in pitch and volume also implied a change in personality and message intent.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.21 Organize and present thoughts in an oral report.		Have the student list the steps needed in making a sale. Then have the student try to sell an item to his/her classmates. Have the student research, organize and present a report related to a career, topic of interest or school subject. Have the student list the characteristics of an effective demonstration. This should be based on demonstrations the student has observed in the community (e.g., food stores, hardware stores, or at other community businesses). Have the student choose a topic for demonstration, investigate the topic and prepare a plan of demonstration. Have the student present a demonstration of his/her choice, following all the rules listed in third paragraph above. Then have the student critique his/her demonstration based on the list.	Adventures in Practical English, J. Weston Walsh Pub.

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COURSE: FUNCTIONAL ENGLISH

GOAL: E-1 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
1.22 Detect propaganda techniques (e.g., overstatements, emotional appeal, something for nothing schemes, inconsistency package deals, miracle drugs, unreasonable prices and salaries).		Have the student observe and report on advertisements from TV and radio that demonstrate propaganda techniques. Have the student take a poll at school to determine favorite TV commercials. Have the student discuss the characteristics of commercials that appeal to the public. Have the student create a commercial to see one of the products used by or manufactured by a business in the community.	English Everywhere, Globe Publishing Co., 1978
1.23 Use Parliamentary Procedure to coordinate a meeting.		Have the student discuss with the officer of a local group the purpose of using parliamentary procedure. Then have the student explain to the class why this procedure should be used. Have the student practice using parliamentary procedure in classroom discussions. Then have the student run a class meeting using the procedure. Have the student observe the use of parliamentary procedure in a business meeting.	Social organizations Service clubs Community groups Robert's Rules of Order, Newly Revised

COURSE: FUNCTIONAL ENGLISH

GOAL: E-2 Apply Reading Skills to Functional Situations

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
2.1 Recognize life-coping vocabulary for: a. Road signs b. Building signs c. General signs d. Words used in textbooks e. Words used in games f. First aid words g. Telephone words h. Cooking words i. Household appliances, utilities j. Map words k. Mass transportation l. Medicine m. Food lables n. Clothing labels o. Metric symbols p. Job vocabulary q. Motor vehicle operation and service		Have the student construct road and building signs. Before playing a game, have the student read the instructions and explain the rules. Have the student look through a telephone book and compile a list of words he/she wants to learn. Have the student compile a list of cooking words and then write a recipe using these words. Have the student construct signs seen on a bus, train, etc. He/she will practice reading and discussing the meaning of each.	There are a variety of resources which should be taken from the student's natural environment. Reading activities should parallel situations found in everyday settings. For instance, food labels should be paired with a shopping activity or making a recipe. This will require taking the skills out of the classroom setting.

COURSE: FUNCTIONAL ENGLISH

GOAL: E-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
r. Application form words s. Wilson's Vocabulary		Have the student bring food labels from various types of goods and compile a list of the words used on the labels. Have the student read to find information from the following: menu, TV guides, telephone directory, newspapers and classified ads, catalogs, recipes, labels, sales contracts. Have the student bring in clothing with labels and discuss the meaning of the various labels. Have the student compile a job booklet. Under each job, have the student write words for that area. Have the student match metric symbols to their meanings. Have the student bring in car manuals for different models of cars. He/she should read through the manuals and discuss the meaning of the words. Have the student discuss the meaning of words in several work application forms. The student should then practice filling out application forms.	Application Forms Frank E. Richards

COURSE: FUNCTIONAL ENGLISH

GOAL: E-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student keep a chart of his/her progress on the Wilson Vocabulary List.	
2.2 Increase reading vocabulary in specific situations.		Have the student keep a list or notebook of unfamiliar words encountered throughout the day.	English: A Comprehensive Course, Amsco School Pub., 1970
		Have the student refer to the dictionary to find the pronunciation and meaning of each of the words.	
2.3 Recognize words in context and select the meaning that fits the context.		Have the student determine the meaning of homographs.	Avoid using commercial material for this objective.
		Have the student select "new" meanings of familiar words through the use of context clues.	
		Have the student select a word omitted from a sentence first by using a picture clue and then by omitting the picture clue.	
		Have the student use food labels, car manuals and other functional materials to recognize context clues.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
2.4 Identify the main idea of a short reading passage.		From the newspaper or another common source, have the student write a list of ten sentences and "think of ways to resay the sentence and not change its meaning." Have the student recognize the pattern of development for each sentence that matches the beginning sentence pattern and has the same approximate meaning. Have the student read short passages on a daily basis and summarize them. If necessary, use the same technique listed above. Have the student answer factual questions about a newspaper article read orally (e.g., who, what, when, where, why, how). Have the student identify story elements such as characters, setting and time. Have the student arrange the events in chronological order. Have the student skim the article to find specific information.	Avoid using commercial materials. Use manuals, labels, and other everyday materials. The daily newspaper is an excellent resource for these activities. Locating the Answer, Getting the Facts - Specific Skill Series, Barnell Loft Twenty Reading Comprehension Games, Fearon-Pitman Throw Your Whole Self Into Comprehension-Stick Out Your Neck Series, Carson-Dellosa Pub.

COURSE: FUNCTIONAL ENGLISH

GOAL: - E-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
2.5 List the important and unimportant details of a passage.		Have the student read a short passage and list the details that have a vital influence on the outcome and those which do not. Have the student trace the action of a story in which important events have been deleted. Reversing this will help the student comprehend the flow of events in the story.	Daily newspapers, driver's manual, short story
2.6 Recognize the details written in a lease regarding the rental of property.		Given copies of lease used by several landlords in the community, have the student compare and discuss the terminology and legal implications, compare details such as the rental price, amount of damage deposit required, whether or not utilities are paid, whether pets and children are allowed, whether the lease can be broken, and, if so, how?	Leases from several landlords. Be Informed on Renting a Place to Live-The Be Informed Series, Ludwig, Stephan, New Reader's Press 1977
2.7 Draw inferences and predict outcomes.		Given a newspaper article, have the student - a. select an appropriate outcome from a story, b. make inferences from the story, and c. write an ending to an unfinished story.	Daily newspaper Drawing Conclusions-Specific Skills Series, Barnell Loft Reader's Workshop I & II, Reader's Digest

COURSE: FUNCTIONAL ENGLISH

GOAL: E-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
2.8 Use critical thinking skills to - a. classify and categorize, b. distinguish between fact and opinion, c. determine cause and effect, d. make value judgement e. recognize propaganda f. recognize analogies g. distinguish between reality and fantasy		Have the student identify cause and effect relationships using a newspaper article. Using a passage, have the students classify events into present, past and future. Have the student select words omitted from sentences to complete analogies. Have the student recognize assumptions in everyday situations. Given a list of statements, have the student classify them as a fact, inference or value judgment. Have the student differentiate fiction and nonfiction using two stories.	
2.9 Read and follow a set of instructions.		Have the student explain the importance of clear instructions. Given a set of instructions, have the student identify the procedures used in operating a piece of machinery such as a dishwasher, washing machine, or other household appliances. The same procedure can be followed to help the student learn how to operate job-site machinery.	Use items which are commonly found in the natural environment such as those listed in second paragraph of 2.9.

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COURSE: FUNCTIONAL ENGLISH

GOAL: E-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
2.10 Read and comprehend personal and business papers.		Have the student list common personal and business papers (e.g., tax papers, receipts, rental agreements, bills and report cards). Have the student read selected papers and identify the meaning of what is read.	Use actual materials rather than those commercially published.
2.11 Read and comprehend various sections of the newspaper. a. table of contents b. weather reports c. TV and radio schedule d. sports e. news f. classified ads g. amusement h. obituaries i. family living section j. business section k. editorial		Have the student label the sections of a newspaper and describe the functions of each section. Have the student select an editorial and identify the point of view of the author. Have the student read the front page of the newspaper and write a one- or two-sentence summary of each story. Have the student compare temperatures in various parts of the nation using information given in the weather section. Have the student locate specials of the week at grocery, clothing, and furniture stores in featured ads.	

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COURSE: FUNCTIONAL ENGLISH

GOAL: E-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student locate and read "Dear Abby" and write replies to various letters. Have the student select a company listed in the New York Stock Exchange and check the business section to determine if the stock has risen or fallen. Have the student locate the obituary of the oldest person and answer questions about that person. From the news index have the student list all the sections that are included in a given newspaper. What are the kinds of information found in each section? Have the student list job opportunities from the help wanted section that he/she would be interested in pursuing and list the skills he/she would need to do each job.	
2.12 Read and utilize bus, train, and airline schedules.		Have the student make a list of all necessary information that should be included on a typical transport schedule: departure, arrival, train or flight number.	Use schedules from major transportation lines.

COURSE: FUNCTIONAL ENGLISH

GOAL: E-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student plan a trip requiring air and train travel. The student should read both schedules and make an itinerary.	Reading Schedules, Winifred H. Rhoderman, Janus Book Pub.
		Have the student make his/her own daily schedule of activities using a date book. This may include work time, leisure time, school time and study time.	
2.13 Use publications for shopping information.		Have the student search out and bring to class some examples of useful shopping information that occurred in a local publication.	Local advertiser and newspaper
		Have the student clip a number of advertisements from local publications and figure the amount of savings he/she could garner if the items were purchased at sale prices.	Using the Want Ads, Janus Book Publishers
		Have the student locate "specials" of the week at grocery, clothing, and furniture stores in featured ads in a local newspaper.	Everyday Reading and Writing, New Reader's Press
2.14 Locate and use the want ads for information which may result in employment.		Using a copy of a newspaper's classified ad section, have the student list the kind of information that can be found.	English in the Media, Mafex Associates, Inc.

COURSE: FUNCTIONAL ENGLISH

GOAL: E-2 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student locate an appropriate classified ad for a specific job.	Using the Want Ads, Janus Book Publishers
		Have the student develop and write a classified ad for service or an item for sale.	Be Informed on Finding a Job, The Be Informed Series, Stephan Ludwig, New Reader's Press, 1975
		Have the student list and describe commonly used abbreviations that occur in classified ads.	
		Have the student identify five jobs under the classified ad section in a newspaper for which he/she must determine the training and skills necessary.	
2.15 Correctly interpret an announcement.		Have the student obtain examples of announcements concerning meetings, events and/or entertainment. Identify the time, date, location, and cost of the event.	Newspaper Workshop: Understanding Your Newspaper, Globe Publishing Company

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 Apply Reading Skills to Functional Situations

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.1 Spell words from a basic word list and reading materials.		Have the student make a file box of words used in reading and common everyday words the student does not know. Have the student practice the sight spelling words daily until proficiency level is achieved. Have the student keep a chart of his/her daily progress. He/she could earn points for each correct letter. Have the student write the word on the chalkboard, trace over it with his/her finger. Have the student listen to a word on a spelling tape, spell it orally and then write it. Have the student keep a card file or notebook of fundamental words and refer to it for daily writing assignments throughout the year.	Dolch Word List Wilson Functional Vocabulary List Reading word lists The Learning Skills Series McGraw-Hill Pub.

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Ask the student to add words each day to the list based on the student's experience. Using the "Vocational Spelling List," have the student spell a word correctly, given the definition. Using vocational words, have the student solve crossword puzzles, word jumbles and word search puzzles. Given a sentence with spelling errors, have the student write it correctly.	Vocational Entry Skills for Secondary Students, Academic Therapy Publications
3.2 Use basic word attack skills to spell words (e.g., include phonics and word analysis).		Have the student complete word jumbles, crossword puzzles, and word searches with functional types of words in them. Have the student draw lines around the words and compare the likenesses and differences of the configurations.	Crossword Puzzles, Ideal Publications
3.3 Spell personal information words required for an employment application.		Have the student prepare an index card for his/her billfold which lists words used in filling out an application for employment form.	Forms in Your Future Globe Publishers

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student practice filling in missing letters from spelling exercises. Have the student obtain an application form from a business for which the student would like to work. The form should be filled out by the student, spelling all the words correctly.	
3.4 (a) Identify what a complete, incomplete, and a run-on sentence is and be able to write a complete sentence.			English for Every Day, Mafex Associates English for Adult Living, English Grammar, Mafex Associates

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		that once the student reaches mastery to move on to another area of emphasis, constantly review the skills already taught. Show the student examples of sentence fragments. The student should add words to make the fragments complete sentences. Have the student maintain a daily list of tasks he/she does during the day. The student should use each activity to construct sentences demonstrating complete clear thoughts with correct sentences. Have the student rewrite each of the sentences into paragraph form. Given a telegram, have the student interpret the message and write it in complete sentences. Given a business letter that has been purposely filled with run-on sentences, have the student rewrite it, making the necessary corrections in sentence structure. The same technique should be done using a newspaper article and a personal letter.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
34 (b) Construct complete sentences using specific phrases.		Given five to ten phrases on a worksheet, have the student explain why the phrase is not a complete thought. Have the student write five complete sentences and explain why each is a complete thought using the concept of noun and verb phrases. Provide the student with sentences beginning with phrases with commas in the appropriate place, e.g., "Seeing the clean booth, Joan called her friend." "During rush hour, there are many people to be served." The student should discuss the placement of the phrase within the sentence and the need for the comma. From a magazine article, have the student identify all the phrases within the passage.	English for Adult Living English Grammar, Mafex Associates
34 (c) Identify the purpose of a clause and its function in a sentence.		Have the student select a passage from a magazine or book and identify all the clauses within the passage. Emphasize the noun and verb parts of the clause. Expand the concept to include the sentence as a clause expressing a complete thought.	English for Adult Living, Mafex Associates

COURSE: FUNCTIONAL ENGLISH

OBJECTIVE: E-3 (Continued)

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
3.4 (d) Identify the difference between and the purpose of an independent and dependent clause.		Have the student find sentences in a magazine or book with the four basic sentence structures of the sample sentences (Subject-Action Verb, Subject-Action Verb-Direct Object, Subject-Action Verb-Indirect Object-Direct Object, Subject-Linking Verb-Subject Complement. Expand the concept that such constructions are independent clauses. Have the student show the construction of 10 compound sentences using the above structures. Have the student show the construction of 20 complex sentences using the instructions in first paragraph above. Have the student separate the clauses in the above two paragraphs to determine which can "stand alone" as a complete thought and which cannot. Expand this exercise to define dependent and independent clauses.	Writing Sentences, Holt, Rinehart, Winston, 1979 Today's Words, J. Weston Walsh, Publisher
3.4 (e) Write simple sentences.		Have the student construct 15 simple sentences using the structures listed in activity opposite 3.4 (d). The student may need the assistance of a lexicon; however, the student should be weaned from this type of exercise.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student tell a story using simple sentences, correct external punctuation but not paragraphs.	
3.4 (f) Write compound sentences.		Given ten compound sentences, have the student identify the clauses, subjects and predicates. Through guided questions, have the student identify each simple sentence and the fact that they are related in thought. Have the student then find the ten connecting words in the sentence. Have the student circle the internal punctuation for each of the sentences and explain the purpose of the punctuation. Have the student relate a recent event using a number of compound sentences.	Language Building Today's Words, J. Weston Walsh, Publisher English for Every Day
3.4 (g) Write complex sentences.		Given ten complex sentences, have the student identify the independent and dependent clause. Given a passage from a magazine, have the student identify the complex sentences.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Using a past event, have the student construct in writing an explanation of the event using complex sentences. Using a passage from a magazine, have the student pick out five compound, five complex and five simple sentences.	
3.5 (a) Use end punctuation correctly. declarative - statement interrogative - question imperative - command exclamatory - exclamation		Have the student listen to a speech and write down the sentences that would need a question mark, a period, and/or an exclamation mark based on the speaker's delivery. From a prepared list, identify the four types of sentences.	English for Everyday Living Ideal Publications
3.5 (b) Construct and correctly punctuate sentences using the comma, apostrophe and colon.		Have the student describe in writing a career explaining the type of work, people, activities, employers, wages, and needed skills. Have the student use the following: 1. colon in series 2. comma in series 3. contractions and possessives Have the student point out the places where he/she will need punctuation in his/her writing.	

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COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student correctly punctuate all his/her written material. Skills should be taught as they appear in the writing. Do not as yet emphasize paragraphing. Emphasize should be on punctuation, writing complete sentences and basic spelling. Practice is the best teacher in this situation once the basic skills are mastered.	
3.6 Identify words that need to be capitalized: Names of people Organizations & groups Days Months Holidays Name if deity and Bible Cities, states Counties and other geographical names Titles Personal pronoun (I) Beginning sentences Beginning salutations and closing in letters Words in outline Quotations		Provide the student with a list of when to use capital letters. Then hand out several passages without capitalization and have the student correct each one. Have the student review his/her daily written work to correct the capitalization using the list mentioned in the paragraph above.	<u>English for Everyday Living</u> Ideal Publications <u>Writing Sentences</u>, Holt, Rinehart and Winston

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.7: Construct a paragraph using topic and supporting sentences.		Present the student with a written passage. Ask the student to identify the paragraphs. Present the student with a written passage or business letter. Have the student pick out the paragraphs, the topic sentence, and supporting sentences for each paragraph. Have the student construct in outline form a topic sentence and supporting sentences. Then have the student write these in paragraph form.	
3.8: Prepare envelopes for mailing purposes including all the needed facts on the envelopes.		Give the student three envelopes, already addressed, to overview. Discuss what is present on the envelope (type of information). This should include return address, complete address with zip code, etc. Have the student visit the local post office and speak with the postmaster to determine the significance of each piece of information on an envelope, especially the zip code. The student should identify that zip code allows for machine sorting and thus no delay for hand-sorting.	Legal & personal sized envelopes Vocational English, Book Three, Shapiro & Jochen, Globe Publishing Company

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Give the student three envelopes to address. One should go to a business address. Discuss where the student could find zip code information if this is unknown. Mail the envelopes and check to see if they reach destination.	
3.9: Write a personal letter using the appropriate format.		Have the student prepare a list of people to whom he/she could send a personal letter (i.e., grandparents). Have the student record these in a personal address book showing birthdays, anniversaries, etc. Have the student explain what information is necessary to send a personal letter (name, zip code, address). Have the student choose a friend or relative who resides out of town, construct a personal letter (with all the information needed), and send it. The letter should follow the recommended format of a friendly letter	Everyday Reading and Writing, New Reader's Press English for Every Day, Mafex Associates, Inc.

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student explain when a friendly letter is appropriate, to whom it can be sent, and what kind of information is included. The student should then construct, following the rules of letter writing, a friendly letter to someone of his/her choice for the following occasions: 1. invitation 2. letter of thanks 3. sympathy 4. post card 5. information	
3.10: Identify and list the seven parts of a business letter.		Give the student three samples of business letters. The student should compare the letters to find similar items such as address, date line, and salutation. The student should also identify the similarities, writing the correct part on the board. Then have the student copy the list beside the specified letter area. Have the student write a letter of inquiry seeking information about a specific activity (i.e., restaurant to plan a party, furniture store seeking information about style or design).	Everyday Reading and Writing, New Reader's Press

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student write a letter of complaint. Be sure to emphasize that the point of complaint should be stated clearly; that the letter should use tact rather than direct confrontation; and, that a positive solution should be offered to solve the problem. The letter should be evaluated for format, the above items, and reasonableness of approach. Have the student write letters to local state and federal officials pointing out the student's point of view on a relative topic. The letters should include the appropriate format, be concise, and constructive in offering opinions and solutions. Have the student explain the format of each of these types of communication and when to use them. Use examples of each type to help the student identify the format and purpose. Have the student write a sample of each type of letter and compare each with the examples provided.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.11A: Write an error-free business memorandum and a business letter.		Have the student write a letter to the personnel office of a business inquiring whether there might be summer openings for which he/she could apply. Have the student write a letter to the editor of his/her school newspaper. Omitting the body of the letter, have the student write the heading, inside address, salutation, complementary closing, and signature of a letter sent by the student to a business address. Have the student construct a business letter to be sent to various personnel managers within the community. The student should ask each manager what he feels are favorable abilities and characteristics of an employee.	How to Read and Write a Business Letter, Reading for Living Series, New Reader's Press
3.11B: Properly fill out a variety of business forms.		Have the student discuss with you the term "Business Form" and relate it to bank forms, order forms, and application forms. Then present the various forms to the student. Have the student list those words on the form which he/she cannot read or understand. Time should be given for vocabulary study.	Forms in Your Future, Learning Trends, Globe Pub. Co. 1975 Also obtain a variety of business forms: 1. change of address 2. reapplication for social security card

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student discuss with a local employer the business forms used at the business site. Particular interest should be given to those forms that relate to an occupation in which the student is interested in, that is, order for supplies, wage/hour records, orders for repair, etc. Have the student look in the yellow pages for the nearest social security office. Then, have the student contact them to obtain information on applying for a social security card. Similar activities can be done for local department stores, utilies, and gasoline credit cards. Have the student obtain copies of a W-4 Form from his/her employer or the school office, and practice filling them out. Have the student locate the nearest library. Have him/her go to the library and apply for a library card.	3. bank forms 4. credit card forms 5. catalog order forms The Jobs Book: How to Find and Keep a Job, Scope/Job Skills 2, Scholastic Book Services, 1976 Getting Applications Right, Scope Visuals 13, Scholastic Book Services, 1973 Be Informed on Using the Library, The Be Informed Series, New Reader's Press, 1971

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
3.12: Write a one-page summary report		Have the student review several business memos summarizing a recent meeting. Point out to the student the headings used and the format for the body of the report Have the student attend a short class discussion and take notes. Then have the student summarize the content of the discussion and distribute copies of the summary to each participant. The class members should then compare the summary with what they remember being said during the discussion. Does the summary actually reflect the content of the discussion? Have the students practice taking turns doing as stated in the paragraph above on a rotating basis. Always have them critique the content of the report.	Teacher made
3.13: Using a catalog, order items by mail.		Using a department store catalog, have the student complete an order blank for a desired commodity. Have the student choose an item from a catalog and fill out an order form. Add handling charges, postage and sales tax. Have the student compare the catalog price with what it would cost in the store.	Forms in Your Future, Learning Trends, Globe Pub. Co. A variety of catalogs from mail order houses and department stores (an attempt should also be made to obtain parts catalogs for cars and other items).

COURSE: FUNCTIONAL ENGLISH

GOAL: E-3 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		On an order blank from a department store, have the student recheck the postage and handling charge along with the sales tax before placing the order.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-4 Apply Basic Research Skills to Functional Situations

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
4.1: Identify the characteristics of a library.		Have the student identify the characteristics of a library. Have the student visit the local library and investigate its services and describe the segment of the local population to which these services might appeal. Using the library as a resource, have the student list one title for each of the following publication categories: indexes, dictionaries, encyclopedias, yearbooks, manuals, newspapers, pamphlets, audio-visual materials, specialized books, handbooks, atlases, bibliographies, magazines, fiction, non-fiction. To have the student become acquainted with his/her local library, have the student go to her/her local branch and locate the following areas: charge desk, youth fiction area, card catalogs (authors, titles, subjects), reference books, paperback books, oversized books, the children's area, unabridged dictionary, stacks for books numbered 100-900, periodicals, film readers, charts showing Dewey Decimal System and location of books.	A Guide Book for Teaching Library Skills - Using the School Library, (Book 4), T.A. Denison & Co., Inc. Be Informed on Using the Library, The Be Informed Series, New Reader's Press Let's Look It Up, (Book 7), Survival Reading, New Reader's Press

COURSE: FUNCTIONAL ENGLISH

GOAL: E-4 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
4.2: Use alphabetizing skills to: a. Arrange works in order b. Locate words in the dictionary c. File reports and business papers		Have the student arrange a set of scrambled letters in alphabetical order. Given a list of ten or more words with the same letter, have the student arrange the words in order. Have the student list 10 instances in his/her daily activities and experience where alphabetizing skills are needed. When given a dictionary, have the student locate guide words and page numbers. Then, have the student locate words in the dictionary from reading materials and spelling lists.	The New Streamlined English Series - Book 1, New Reader's Press

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COURSE: FUNCTIONAL ENGLISH

GOAL: E-4 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
4.3: Identify the Dewey number for a book or subject matter.		Given the Dewey Decimal System, have the student give the range of decimal numbers for a given name of a book or subject matter. Dewey Decimal System 000-099 General Work 100-199 Philosophy 200-299 Religion 300-399 Social Science 400-499 Language 500-599 Pure Science 600-699 Technology 700-799 The Arts 800-899 Literature 900-999 History Have the student locate several books in the library when given the call numbers and titles. Have the student use the following words in a complete sentence: locate, Dewey Decimal System, fiction, classify, classification, subject and common. Have the student follow the activity in the first paragraph using a call number and title of a book in his local library.	The Library Skills - Using the Dewey Decimal System, (book 2), T.S. Denison & Co., Inc.

COURSE: FUNCTIONAL ENGLISH

GOAL: E-4 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
4.4: Effectively use the card catalog to locate books and research a particular topic.		Have the student list the possible uses of the card catalog in his/her local library. Have the student choose a topic and use the card catalog to list available information sources. Have the student list the information that is located on cards in the card catalog. Have the student choose a topic and use the card catalog to locate material about the topic and also to write a brief report on the topic. Given an example of the three different cards for a certain book, have the student examine them and discuss the differences between them. Selecting random cards from the card catalog, have the student identify what kind of card each one represents (subject, author or title). Using the subject "Vocational Information," Have the student answer the following questions using the card catalog: a) Under what general classification are books on this	Library Skills - Using the Card Catalog, (Book 1), T.S. Denison & Co., Inc.

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COURSE: FUNCTIONAL ENGLISH

GOAL: E-4 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		this topic found? b) List the oldest book and the most recent book on the topic. c) How many books are there on the subject? Have the student select an occupation of interest, go to the library, and use the card catalog to find information about the occupation. Include such items as amount of training, possible places of employment, salary range, etc.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-4 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
4.5: Name the parts of a book, identify the purpose and the location of each part.		Have the student name the parts of a book and describe where they can be located. Examples: table of contents, index, glossary, title page, appendix, bibliography, chapters, section headings, and book titles. Additionally, have the student identify the purpose of each part of the book. Have the student find a book in the library that deals with a subject such as labor, careers, unions or working conditions. Have the student list the title, author, publisher's name and location, and date of publication. Also have the student answer the following questions about the book: a) Does the book have an introduction or a preface or both? What purpose does it serve? b) How detailed is the table of contents? Does it list only chapter titles, or does it go on to include subheadings? How useful is it? c) At the back of the book should be a reference section. How many are there?	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-4 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		d) Discuss how the index compares with the table of contents. Which would be easier to use if you were only looking for a single fact? Which would be easier if you wanted to learn about what material the book covers in general?	
4.6: List common reference works found in the library.		Have the student locate standard reference books in the school library. Have the student make a list of other references and their uses. Have the student utilize the school or public library as a resource for obtaining addresses of state and/or federal offices which provide tourist information. Have the student request information from at least one of the sources. Have the student list 5 topics or names of people that he/she may want to learn about. Have the student refer to the encyclopedia to see if it lists information on all 5 topics and names. If not, list other possible sources of reference.	Library Skills - Using Reference Material, (Book 3), T.S. Denison & Co., Inc.

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COURSE: FUNCTIONAL ENGLISH

GOAL: E-4 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student write the following words in complete sentences: yearbook, refer, almanac, index, atlas, periodical.	
4.7: Use the encyclopedia to: a) locate appropriate volumes b) find topics and subtopics c) answer specific questions		Given a list of specific topics, have the student tell what general area and volume number where information can be found on a given topic. Using the cross reference, have the student locate all information on a given topic. Have the student use the encyclopedia yearbook to locate information on more recent developments in history. Have the student complete work puzzles which require use of the encyclopedia.	Common encyclopedias, Teacher made list of topics
4.8: Use the dictionary to: a) describe its parts b) appropriately use it c) aid in dividing words d) derive meanings e) use accent as an aid to correct punctuation f) spell plurals		Have the student list and describe the following parts of the dictionary: guide words, definition, multi-meaning words, proofreader's marks, parts of speech, grammatical abbreviations, and special charts and graphs.	

COURSE: FUNCTIONAL ENGLISH

GOAL: E-4 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Given a list of words, have the student find them in the dictionary and list information possible about them (page number, definition, origin, pronunciation, etc.). Have the student choose a page in a book. On a sheet of paper the student should make four columns. All one syllable words are recorded in the first column, two syllables in the next, and so on. Give the student several sentences that contain words with multiple meanings. Have the student underline these words. Then have the student check in the dictionary to determine which number definition is used for each word and write it above each one for purposes of checking. Prepare a list of sentences using words with the same spelling, different meanings, and sometimes different pronunciations in each. After studying the context, have the student determine the pronunciation, and place the accent mark in the correct place. The dictionary should be used to check pronunciations.	

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COURSE: FUNCTIONAL ENGLISH

GOAL: E-4 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student form plurals of regular and irregular nouns using the dictionary as a self check.	
4.9: Read and interpret: a) diagrams b) tables c) graphs (bar, line, circle) d) schedules (TV, transportation etc.)		Have the student create problem situations using information from local bus and airline schedules (i.e., Can you fly from Sioux City to Des Moines on Monday morning?) Have the student locate and interpret tables and graphs used in conjunction with articles in the local newspaper. Have the student plan an evening of television viewing using a television schedule. Given a table, diagram and graph, have the student answer specific questions about the information.	Local bus and air schedules Local newspaper Television schedule from a local newspaper Newspaper Workshop, Globe Publishing Co.
4.10: Read and interpret the globe, an atlas, an almanac, and road maps with attention to: a) symbols b) direction (compass) c) orientation d) scale e) population f) time zones		Prepare a worksheet presenting symbols commonly used on most road maps. Have the student explain the meaning of the symbols.	How to Read Road Maps, Reading for Living Series, New Reader's Press

COURSE: FUNCTIONAL ENGLISH

GOAL: E-4 (Continued)

TASK/OBJECTIVE	ASSESSMENT	ACTIVITIES	RESOURCES
		Have the student prepare a trip within his/her state. The following information should be provided: Where is the starting and ending point? What route will be taken? What direction will be traveled? What are the towns and cities that will be passed through? What is the population of the cities and towns? How many total miles will be traveled? How many miles between each town? Have the student draw a compass on poster board and label the main compass points. Have the student find the population for given towns using a state map. Have the student locate time zones across the United States and figure time change in various zones if it is noon on the east coast.	Be a Better Driver, Book 1, Richards Publishing Co. Road Maps Math, Iowa Dept. of Public Instruction

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